

# **Evaluation of Curriculum & Measuring Student Learning Outcomes**

## **An Integrated Approach**

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# ACE's International Mission and Vision Statement

In order for the United States to have a truly world-class higher education system, colleges and universities must be globally engaged and prepare students to be citizens of a multicultural community both at home and in a globalized world. Institutions accomplish this by having a multi-dimensional, comprehensive strategy that includes internationalization at home and engagement with global issues and partners.



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# Introduction

Those involved in providing international learning opportunities to students, faculty, and staff have long been struggling with the challenge of capturing the elusive, complex, and developmental nature of international learning.

A high-level achievement of international learning—however elusive it may be to define—requires a combination of multiple learning opportunities offered throughout a student’s academic experience.

Olson & Wisniewski, eds. “Editor’s Notes” in forthcoming special volume on “Assessing International Learning Across the Curriculum,” *Journal of General Education*



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# Driving Questions...

- How can higher education institutions most effectively provide an appropriate combination of international learning experiences to ensure that a *maximum number of graduates* from U.S. higher education institutions acquire the requisite international or global learning for them to function effectively in our rapidly evolving global reality?
- How would these institutions know that they are succeeding?



# How ACE has been Working with Institutions on Evaluation

## Global Learning for All

- Multi-Institutional Ford-funded demonstration project (2002-07)

## ACE Internationalization Laboratory

- Seven cohorts of institutions involved since 2003

## Key Lessons Learned

- Review is incomplete without student learning outcomes
- Approach needs to be customized for each context

## Publications and Resources:

- *Building a Strategic framework for comprehensive internationalization;*
- *A Handbook for advancing comprehensive internationalization;*
- Web-based Internationalization tool-kit



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# An integrated approach for addressing the driving questions...

*Focus on Inputs...*

An internationalization review to catalog and analyze what the institution is doing

The development of student global learning outcomes and a method for assessing them

The integration of the results of the review and the learning outcomes process into an internationalization plan

- › With attention to articulating institutional goals and measures for demonstrating achievement of these goals.



# What does an internationalization review look at?

- Institutional commitment & environment for internationalization
- Strategy, structures, policies and practices
- Curriculum and co-curriculum
- Education abroad
- Faculty, staff & student
- Engagement with institutions abroad



# What does articulating global learning outcomes add to the review process?

- Encourages a shift away from an ad-hoc approach
- Offers a guide for aligning curriculum and other inputs with desired outcomes for students
- Helps stakeholders understand the impact of institutional activities
- Encourage a culture of quality improvement
- Satisfies accrediting agencies
- Helps prioritize activities in an internationalization plan.



# Integrated Approach

## Curriculum review and assessment

### Institutional – Review

- Collect Information
  - › Take inventory of all international activities & curricula
  - › **Surveys, Mappings, Interviews**
- Compile information into a report.
- Develop a plan & measures for institutional goals

### Student Learning

- Articulate learning outcomes
- **Review learning opportunities to see if they are addressing articulated outcomes**
- Develop and implement a plan to assess for student achievement of outcomes
- Make improvements based on the findings



# How ACE has been Working on Assessing International Learning

- Where Faculty Live
  - › Multi-associational Carnegie-funded project 2004-2006
  - › **Key lesson:** Professional associations can assist in formulating discipline specific global learning outcomes
  - › **Product:** *Where Faculty Live* publication with lists of global learning outcomes and recommendations for implementation
- Lessons Learned in Assessing International Learning
  - › Multi-institutional FIPSE-funded project 2005 – 2008
  - › **Key Lesson:** Assessment requires leadership, faculty involvement and an institutional investment
  - › **Product:** *Guide for Assessing International Learning*  
<http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/index.htm>



# *Guide to Assessing International Learning: the SPIF/ePortfolio Approach*

- Preparing for Assessment
- Overview of SPIF/ePortfolio Approach
- Implementing the SPIF/ePortfolio Approach
- Using the Tools
- Using the Results
- Other Assessment Resources
- Lessons Learned

[http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/Using\\_Tools.htm](http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/cii/res/assess/Using_Tools.htm)



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# *Guide to Assessing International Learning: the SPIF/ePortfolio Approach*

## Overview...

- The SPIF/ePortfolio approach, developed through the [ACE/FIPSE project](#), collects relevant information about students and compares it with an assessment of student work.
- The approach involves student completion of an ePortfolio focused on international learning and a survey called the [Student and Portfolio Information Form \(SPIF\)](#).
- When used together, the SPIF and ePortfolio tools can assist institutions in asking important questions about how student international learning experiences are contributing to their achievement of a set of international learning outcomes.



# *SPIF/ePortfolio Approach*

## Overview...

### Student and Portfolio Information Form (SPIF) survey

- **Section I** asks students to list the name and source of items in the ePortfolio.
- **Section II** includes background information on the student, such as age, marital status, and citizenship and different international learning experiences.
- **Section III** can be tailored to institution-specific questions and includes questions about institution-specific courses or study abroad programs, in order to look more closely at the impact of these programs.

### ***ePortfolio***

- ePortfolios are evaluated by trained raters using a detailed rubric. Using portfolios with rubrics allows the assessment team to review student work and to look at either individual or aggregate student development over time.

Once team ratings of ePortfolios have been completed, the answers to SPIF questions can be compared to the portfolio ratings and analyzed to see what they say about the connections between student experiences and the learning that results from them.



# *Guide to Assessing International Learning: the SPIF/ePortfolio Approach*

## Tools ...

For selecting global learning outcomes

- Ranking document
- Sample Learning outcomes

For conducting a SPIF/ePortfolio Assessment Approach

- Student Portfolio Information Form (SPIF)
- Handbook for ePortfolio Raters (explaining rating process)
- Rubrics - Rating Scale (for FIPSE identified learning outcomes)
- Sample Anchor Papers (illustrating rating example)



# Illustration...

## Portland State University

- Well developed institutional climate for assessment
- Intentional selection of general education courses
- Relatively high yield of data sets (SPIF and rated portfolios)
- Anticipated preliminary finding:
  - › General upward trend in attainment of learning goals as student move through general education program.
- Unexpected preliminary finding:
  - › Contrast between heritage/bilingual and monolingual native English speakers' performance on knowledge and selective skills outcomes.
- Effective use of preliminary data to engage in meaningful conversations with faculty colleagues

# Strengths of SPIF/ePortfolio Approach

- Flexibility in addressing multiple complex outcomes
- Capacity to assemble significant student data for analysis
- Consistent with an institutional culture that seeks to promote engaged, student-centered, reflective learning
- Tool and process for:
  - › Engaging faculty in meaningful conversations about the institution's international learning opportunities
  - › Engaging students in deepening their international learning, growth and development





# Challenges...

- Getting the appropriate people motivated and fully engaged in the process
  - › Voluntary student and faculty involvement was problematic
- Determining the appropriate scope for implementation
  - › What size student sample will be used?
- Ensuring sufficient infrastructure
  - › Who will support the process and how?
- Constructing a data collection process
  - › Who collects the information and how will it be stored
- Orienting both student participants and rating teams to the tools
- Adequately consulting with faculty throughout the assessment

# Implications...

- SPIF/ePortfolio has not been piloted on a sufficient number of students to establish reliability and validity across institutional types.
  - › Needs additional rounds of testing
- Question of Sustainability?
  - › Requires a robust culture of assessment, resources, and willingness to require student involvement
  - › Revised, simplified tools are now available for testing.
- **International Learning outcomes assessment is a complex, intensive process that requires institutional investment.**